

Curriculum Guidelines for New Taipei Elementary and Junior High School Education in English as a Foreign Language

Revised 2016 October

(a). Curriculum Rationale

In accordance with the government's strategy to keep up with the pace of globalization, our city would like to further improve our English program. We will provide English classes for students starting in the first grade of elementary school which will raise the overall quality of our English education and help our students excel in the competitive global and international landscape.

For the objectives mentioned above, our city has diligently created a natural and pleasant environment to learn English, as well as work toward the goals of cultivating students' passion for learning and improving students' ability to communicate in English. We will use engaging and interactive ways of teaching to accomplish these goals. Also, teaching materials will be practical and conversational. The curriculum emphasizes listening, speaking, reading and writing. This approach also takes into account students' various English levels from elementary school to junior high and ensures they will be able to smoothly transition to the next level as they continue their educational journey. This smooth transition is completed by setting appropriate learning indicators at each stage of the students' learning process so both students and teachers have concrete curriculum guidelines.

Triggering students' interest in learning English is a major objective in our curriculum as this determines their desire for learning English in the future. Various activities will be implemented to give students opportunities to express themselves and communicate in English. At the same time, students will be able to learn about various cultures, increase language confidence, and gain an international perspective through learning English. As a result, they will be able to connect with the rest of the world and become better global citizens.

(b). Curriculum Goals

The goals of the English curriculum for elementary and junior high school students involve our city's unique approach to teach English and follow the principles in our guidelines. The guidelines are as follows:

1. Improve students' ability to communicate in English by providing them a proper learning environment and learning opportunities in various areas.
2. Increase student opportunities to apply what they have learned, as well as cultivate their interest in learning English. By doing so, students will be motivated to take initiatives to learn English on their own.
3. Emphasize learning about local as well as foreign cultures and use this opportunity to teach students to embrace cultural diversity.

(c). Indicators of Stage Competence

The English curriculum is divided into two stages: elementary and junior high school

Stage one: Grades 1-6

Stage two: Grades 7-9

For both stages of the learning process, we place equal importance on listening, speaking, reading and writing. By focusing early attention on the pronunciation learning process, we will provide our elementary students with a strong foundation upon which they can begin building their listening & speaking skills, as well as oral communication. In addition, through reading and fill-in-the-blank exercises students can develop their listening, reading, speaking and writing proficiencies with each skill complementing the other. During the junior high school phase, aside from continuing to build students' foundations in listening, speaking, reading and writing, applying English in a conversational context is also emphasized, as this will help students apply what they have learned and become more well-rounded individuals.

The indicators of stage competence are divided into further sublevels in addition to the basic stage one and two phases. During the stage one (Grades 1-6) phase, the curriculum is divided into lower-grade, middle-grade and upper-grade levels. At each level, there are three dimensions to examine including language competency, the method of learning English and cultivating interest in learning, and the understanding of culture as well as customs which will be further discussed. In addition, there are five aspects of language competency including listening, speaking, reading, writing and the comprehensive application of these four skills.

- <Instruction> 1. Coding of competence indicators: The 1st number represents the competence category, while the 2nd number represents the learning stage and the 3rd number represents the serial number.
2. The letter (i.e. A, B, C) that comes before the numbers in the competence indicators in stage one represents lower-grade, middle-grade and upper-grade levels. If the competence indicator is applicable to all levels, then it's labeled "D". For elementary schools, this labeling system is different from the performance indicator system used by the Ministry of Education. However, the coding of competence indicators for junior high schools is the same as those used by the Ministry of Education.
 3. Performance indicators labeled with a "©" symbol are indicators that are used by the Education Department of New Taipei City for evaluation. Performance indicators labeled with a "*" symbol are indicators individual schools can set according to students' capability, the hours of English class in the students' schedule, or other factors specific to the individual schools.

1. Indicators of Stage Competence Based on Different Grade Levels

I. Elementary School

Lower-grade level

Linguistic ability 1 – (Listening)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	A1-1-1 Student will be able to recognize the 26 letters through listening.	Through listening, student will be able to recognize the 26 letters of the alphabet by name.	1-1-1
	A1-1-2 Student will be able to recognize English sounds through listening.	1. Student will be able to recognize the English consonants (e.g., <u>c</u> at, <u>h</u> at) through listening. 2. Student will be able to recognize the English vowels (e.g., <u>h</u> ot, <u>a</u> t) through listening.	1-1-2
	A1-1-3 Student will be able to recognize the vocabulary learned in the lower-grade level through listening.	Through listening, student will be able to recognize vocabulary taught in class and understand the vocabulary's meanings.	1-1-3
	A1-1-7 Student will be able to understand the common words and phrases used in classroom language through listening.	1. Through listening, student will be able to understand the words and phrases that are taught in class regarding classroom language. 2. Through listening, student will be able to understand words and phrases commonly used in classroom language (refer to appendix 1).	1-1-7

Linguistic ability 2 – (Speaking)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	A2-1-1 Student will be able to say the 26 letters.	1. Student will be able to say the 26 letter names of the alphabet correctly 2. Student will be able to say the 26 letter names of the alphabet in order.	1-1-1
	A2-1-3 Student will be able to say the vocabulary words learned in the lower-grade level.	Student will be able to say the vocabulary words taught in class.	1-1-2
	A2-1-5 Student will be able to use the words and phrases used commonly in classroom language.	1. Student will be able to correctly repeat the classroom language words and phrases used commonly in class. 2. Student will be able to correctly use the classroom language words and phrases used commonly in class (refer to appendix 1).	1-1-3

Linguistic ability 3 – (Reading)

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	A3-1-1 Student will be able to recognize printed upper-case and lower-case letters.	<ol style="list-style-type: none"> 1. Student will be able to recognize printed upper-case letters. 2. Student will be able to recognize printed lower-case letters. 3. Student will be able to recognize upper-case letters and their corresponding lower-case letters. 4. Student will be able to recognize the order of the alphabet for both upper-case and lower-case letters. 	3-1-1

Linguistic ability 4 – (Writing)

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	A4-1-1 Student will be able to print upper-case and lower-case letters.	<ol style="list-style-type: none"> 1. Students will be familiar with the order of the letter strokes. 2. Student will be able to print upper-case and lower-case letters correctly using 4-lined (or 3-lined) writing paper. 3. Student will be able to print upper-case and lower-case letters in order. 	4-1-1

Linguistic ability 5 – (Comprehensive Application of Listening, Speaking, Reading and Writing Abilities)

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	A5-1-1 Student will be able to recognize, say and write the 26 letters of the alphabet.	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, able to recognize through listening and identify the 26 letters of alphabet; or recognize through listening and write the 26 letters; or able to read and say the 26 letters.	5-1-1
	A5-1-2 Student will be able to understand lower-grade level vocabulary through listening and speaking.	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, being able to recognize through listening and say the vocabulary words learned in the lower-grade level; or being able to recognize through reading and say the vocabulary words learned in the lower-grade.	5-1-2

	A5-1-5 Student will be able to understand commonly used classroom words/phrases through listening and react accordingly.	<p>1. Student will be able to understand the meanings of classroom words / phrases through listening and respond with the appropriate verbal responses or gestures.</p> <p>2. Through listening, student will be able to understand the meanings of classroom words / phrases used commonly in the lower-grade level. In addition, student will be able to respond with the appropriate verbal responses or gestures (should at least understand the eight basic classroom language phrases shown in appendix 1).</p>	5-1-5
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Middle-grade level

Linguistic ability 1 – (Listening)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	☉ A1-1-1 Student will be able to recognize the 26 letters through listening.	Through listening, student will be able to recognize the 26 letters of the alphabet by name.	1-1-1
	☉ A1-1-2 Through listening, student will be able to recognize English sounds.	<p>1. Student will be able to recognize the English consonants (e.g. <u>cat</u>, <u>hat</u>) through listening.</p> <p>2. Student will be able to recognize the English vowels (e.g. <u>hot</u>, <u>hat</u>) through listening.</p>	1-1-2
	☉ A1-1-3 Student will be able to recognize the vocabulary learned in the lower-grade level through listening.	Through listening, student will be able to recognize vocabulary taught in class and understand the vocabulary's meanings.	1-1-3
	☉ A1-1-7 Student will be able to understand the common words and phrases used in classroom language through listening.	<p>1. Through listening, student will be able to understand the words and phrases that are taught in class regarding classroom language.</p> <p>2. Through listening, student will be able to understand words and phrases commonly used in classroom language (refer to appendix1).</p>	1-1-7
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	☉B1-1-3 Through listening, student will be able to understand the	1. Through listening, student will be able to understand the meaning of the vocabulary words taught in class.	1-1-3

	vocabulary learned in the middle-grade level.	2 Through listening, student will be able to understand the 120 conversational phrases that need to be learned in the middle-grade level (refer to appendix 2).	
	B1-1-4 Student will be able to recognize the intonation in a sentence through listening.	Student will be able to recognize if the sentence has a rising or falling intonation at the end through listening.	1-1-4
	B1-1-6 Through listening, student will be able to recognize a sentence's rhythm.	Through listening, student will be able to recognize the stress (strong) and unstressed (weak) words in a sentence.	1-1-6
	◎ B1-1-7 Through listening, student will be able to understand the classroom language words and phrases used in the middle-grade level, as well as simple daily conversational phrases.	<ol style="list-style-type: none"> 1. Through listening, student will be able to understand the meanings of the classroom words / phrases and daily conversational dialogues taught in class. 2. Through listening, student will be able to understand the ten daily conversational phrases and 20 classroom language phrases (refer to appendix 2). 	1-1-7
	◎B1-1-8 Through listening, student will be able to understand the sentences learned in the middle-grade level.	<ol style="list-style-type: none"> 1. Through listening, student will be able to understand simple sentences taught in class. 2. Through listening, student will be able to understand sentences made with simple sentence patterns taught in middle-grade level (refer to appendix 2). 	1-1-8
	◎B1-1-9 Through listening, student will be able to understand simple daily conversational dialogues.	<ol style="list-style-type: none"> 1. Through listening, student will be able to understand the keywords and sentences used in daily conversations. 2. Through listening, student will be able to understand the main contents of daily conversations. 	1-1-9
	B1-1-10 Through listening, student will be able to understand the main contents of simple songs and poems.	<ol style="list-style-type: none"> 1. Through listening, student will be able to understand the keywords and sentences in simple songs and poems. 2. Through listening, student will be able to understand the main contents of simple songs and poems taught in class. 	* 1-1-10

語言能力 2—說 (Speaking)

Linguistic ability 2 – (Speaking)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	◎ A2-1-1 Student will be able to say the 26 letters.	1. Student will be able to say the 26 letter names of the alphabet correctly. 2. Student will be able to say the 26 letter names of the alphabet in order.	2-1-1
	◎ A2-1-3 Student will be able to say the vocabulary words learned in the lower-grade level.	Student will be able to say the vocabulary words taught in class.	2-1-3
	A2-1-5 Student will be able to use the words and phrases used commonly in classroom language.	1. Student will be able to correctly repeat the classroom language words and phrases used commonly in class. 2. Student will be able to correctly use the classroom language words and phrases used commonly in class (refer to appendix 1).	2-1-5
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	◎ B2-1-2 Student will be able to pronounce English sounds.	1. Student will be able to say the consonants of the alphabet. 2. Student will be able to say the vowels of the alphabet. 3. Student will be able to say the letter-sound of each letter.	2-1-2
	◎ B2-1-3 Student will be able to say the vocabulary words learned in the middle-grade level.	1. Student will be able to say the vocabulary words taught in class. 2. Student will be able to say the 120 vocabulary words that should be taught in the middle-grade level (refer to appendix 2).	2-1-3
	B2-1-4 Student will be able to say sentences with proper intonation.	1. Student will be able to repeat sentences heard with proper intonation. 2. Student will be able to say declarative sentences and interrogative sentences with proper intonation.	2-1-4
	◎ B2-1-5 Student will be able to use classroom words/ phrases and daily conversational phrases taught in the middle-grade level.	1. Student will be able to appropriately use the daily conversational phrases taught in the middle-grade level class. 2. Student will be able to appropriately use the ten daily conversational phrases and 20 classroom language words and phrases in the middle-grade level (refer to appendix 2).	2-1-5
	◎ B2-1-9 Student will be able to give questions and answers based on the simple sentence patterns learned in the middle-grade level.	1. Student will be able to apply the sentence patterns learned in class to ask questions. 2. Student will be able to apply the sentence patterns learned in class to answer questions. 3. Student will be able to apply the sentence patterns learned in the middle-grade level to make sentences (refer to appendix 2).	2-1-9

	B2-1-10 Student will be able to recite and sing songs and poems	<ol style="list-style-type: none"> 1. Student will be able to correctly say the main vocabulary words and sentences in songs and poems. 2. Student will be able to recite songs and poems with the teacher or CD while maintaining proper rhythm. 3. Student will be able to recite simple songs and poems correctly by oneself. 	2-1-10
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Linguistic ability 3 – (Reading)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	<p>⊙ A3-1-1 Student will be able to recognize printed upper-case and lower-case letters.</p>	<ol style="list-style-type: none"> 1. Student will be able to recognize printed upper-case letters. 2. Student will be able to recognize printed lower-case letters. 3. Student will be able to recognize upper-case letters and their corresponding lower-case letters. 4. Student will be able to recognize the order of the alphabet for both upper-case and lower-case letters. 	3-1-1
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	<p>⊙ B3-1-2 Student will be able to recognize the vocabulary words learned in the middle-grade level.</p>	<ol style="list-style-type: none"> 1. Student will be able to recognize the vocabulary words taught in class. 2. Student will be able to recognize the 120 vocabulary words be taught in the mid-level grade (refer to appendix 2). 	3-1-2
	<p>⊙ B3-1-3 Through reading, student will be able to understand simple English signs.</p>	<ol style="list-style-type: none"> 1. From reading English signs, student will be able to recognize the vocabulary words learned before. 2. Student will be able to understand the meaning of simple English signs. 	3-1-3
	<p>⊙ B3-1-5 Student will be able to understand sentences taught in the middle-grade level through reading.</p>	<ol style="list-style-type: none"> 1. Student will be able to recognize the sentences taught in the middle-grade level classes. 2. Student will be able to understand the meaning of sentences created with sentence patterns learned in the middle-grade level. 	3-1-5
	<p>B3-1-6 Student will be able to recognize basic English writing formats.</p>	<ol style="list-style-type: none"> 1. Student will be able to recognize that spaces are needed between words. 2. Student will be able to recognize that the first letter of a sentence needs to be capitalized. 3. Student will be able to recognize that English writing format starts from left to right and from top to bottom. 4. Student will be able to recognize punctuation needs to be appropriately added into sentences (e.g. comma, period, question mark, etc.). 	3-1-6

Linguistic ability 4 – (Writing)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	◎ A4-1-1 Student will be able to print upper-case and lower-case letters.	1. Student is familiar with the order of the letter strokes. 2. Student will be able to print upper-case and lower-case letters correctly using 4-lined (or 3-lined) writing paper. 3. Student will be able to print upper-case and lower-case letters in order.	4-1-1
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	B4-1-2 Student will be able to write the his/her own name.	1. Student will be able to trace the writing of the student's own name. 2. Student will be able to write his/her English name (e.g. Adam Wang, Mary Chen) or his/her Chinese name translated into English (e.g. Mei-li Fang).	4-1-2
	◎ B4-1-3 Student will be able to copy down the vocabulary words learned in the middle-grade level.	1. Through tracing, student will be able to copy down the vocabulary words learned in class. 2. Student will be able to copy down the vocabulary words learned in class. 3. Student will be able to copy down the 80 vocabulary words that need to be learned in the middle-grade level (refer to appendix 2).	4-1-3
	◎ B4-1-4 Student will be able to copy down the sentences learned in middle-grade level.	1. Student will be able to follow the rules of English formats (i.e. knowing to capitalize the first letter of a sentence, keeping space between words) and add proper punctuation (e.g. commas, periods, question marks, etc.) when copying down sentences. 2. Student will be able to copy down the sentences learned in class. 3. Student will be able to copy down sentences created with simple sentence patterns learned in the middle-grade level.	4-1-4
	◎ B4-1-5 Student will be able to spell out the vocabulary learned in the middle-grade level.	1. Student will be able to spell out the vocabulary learned in class. 2. Student will be able to spell out the 80 vocabulary taught in the middle-grade level (refer to appendix 2).	4-1-5

Linguistic Ability 5 - (Comprehensive Application of Listening, Speaking, Reading and Writing Abilities)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	© A5-1-1 Student will be able to recognize, say and write the 26 letters of the alphabet.	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, able to recognize through listening and identify the 26 letters of alphabet; or recognize through listening and write the 26 letters; or able to read and say the 26 letters.	5-1-1
	© A5-1-2 Student will be able to understand through listening and speak lower-grade level vocabulary.	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, being able to recognize through listening and say the vocabulary words learned in the lower-grade level; or being able to recognize through reading and say the vocabulary words learned in the lower-grade.	5-1-2
	© A5-1-5 Student will be able to understand commonly used classroom words/phrases through listening and react accordingly.	1. Student will be able to understand the meanings of classroom words / phrases through listening and respond with the appropriate verbal responses or gestures. 2. Through listening, student will be able to understand the meanings of classroom words/ phrases used commonly in the lower-grade level. In addition, able to respond with the appropriate verbal responses or gestures (should at least understand the eight basic classroom phrases shown in appendix 1).	5-1-5
Third to fourth grade	©B5-1-2 Through listening, student will be able to understand and recognize the vocabulary learned in the middle-grade level.	Through listening, student will be able to understand and recognize the 120 vocabulary words learned in the middle-grade level (refer to appendix 2).	5-1-2
	©B5-1-4 Student will be able to apply 120 vocabulary words in speaking and spell out 80. Student will be able to use these vocabulary words in simple daily conversations.	1. Student will be able to say 120 vocabulary words through picture or verbal cues. 2. Student will be able to write 80 vocabulary words through picture or verbal cues. 3. Student will be able to use at least 120 vocabulary words in simple daily conversations (refer to appendix 2).	5-1-4
	©B5-1-6 Student will be able to use alphabetical phonics	1. Student will be able to understand the letter-sound correspondences in the alphabet. 2. Student will be able to use phonics to try reading words. 3. Student will be able to use phonics to try	5-1-6

		spelling out spoken words.	
	◎B5-1-7 Student will be able to write important vocabulary words through oral or written cues.	Student will be able to comprehensively apply skills mentioned in the indicators of competence, such as being able to write important vocabulary words through oral cues, or able to write important vocabulary words in context with other words or phrases.	5-1-7
	◎B5-1-8 Student will be able to say and copy the sentences learned in the middle-grade level, as well as understand through reading and listening.	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, able to recognize through listening and say the vocabulary learned in the middle-grade level; or being able to understand and recite the sentences learned in the middle-grade level through reading; or being able to understand and copy down the sentences learned in the middle-grade level.	NA

Upper-grade level

Linguistic ability 1 – (Listening)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	◎ A1-1-1 Through listening, student will be able to recognize the 26 letters.	Through listening, student will be able to recognize the 26 letters of the alphabet by name.	1-1-1
	◎ A1-1-2 Through listening, student will be able to recognize English sounds.	1. Student will be able to recognize the English consonants (e.g. <u>c</u> at, <u>h</u> at) through listening. 2. Student will be able to recognize the English vowels (e.g. <u>h</u> ot, <u>a</u> t) through listening.	1-1-2
	◎ A1-1-3 Through listening, student will be able to recognize the vocabulary learned in the lower-grade level.	Through listening, student will be able to recognize vocabulary taught in class and understand the vocabulary's meanings.	1-1-3
	◎A1-1-7 Student will be able to understand the common words and phrases used in classroom language through listening.	1. Through listening, student will be able to understand the words and phrases that are taught in class regarding classroom language. 2. Through listening, student will be able to understand words and phrases commonly used in classroom language (refer to appendix1).	1-1-7
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	◎B1-1-3 Through listening, student will be able to understand the vocabulary learned in	1. Through listening, student will be able to understand the meaning of the vocabulary words taught in class. 2. Through listening, student will be able to understand the 120 conversational phrases	1-1-3

	the middle-grade level.	that need to be learned in the middle-grade level (refer to appendix 2).	
	B1-1-4 Student will be able to recognize the intonation in a sentence through listening.	Through listening, student will be able to recognize if the sentence has a rising or falling intonation at the end.	1-1-4
	B1-1-6 Through listening, student will be able to recognize a sentence's rhythm.	Through listening, student will be able to recognize the stressed (strong) and unstressed (weak) words in a sentence.	1-1-6
	◎B1-1-7 Through listening, student will be able to understand the classroom language words and phrases used in the middle-grade level, as well as simple daily conversational phrases.	1. Through listening, student will be able to understand the meanings of the classroom words/ phrases and daily conversational dialogues taught in class. 2. Through listening, student will be able to understand the ten daily conversational phrases and 20 classroom language phrases (refer to appendix 2).	1-1-7
	◎B1-1-8 Through listening, student will be able to understand the sentences learned in the middle-grade level.	1. Through listening, student will be able to understand simple sentences taught in class. 2. Through listening, student will be able to understand sentences made with simple sentence patterns taught in middle-grade level (refer to appendix 2).	1-1-8
	◎B1-1-9 Student will be able to understand simple daily conversational dialogues through listening.	1. Through listening, Student will be able to understand the keywords and sentences used in daily conversations. 2. Through listening, student will be able to understand the main contents of daily conversations.	1-1-9
	B1-1-10 Student will be able to understand the main contents of simple songs and poems through listening.	1. Through listening, student will be able to understand the keywords and sentences in simple songs and poems. 2. Through listening, student will be able to understand the main contents of simple songs and poems taught in class.	* 1-1-10
Fifth to sixth grade	Review the foundation built at the middle-grade level and continue to develop the following skills mentioned below:		
	◎ C1-1-3 Through listening, student will be able to understand the vocabulary words learned in the upper-grade level.	1. Through listening, student will be able to understand the meaning of vocabulary words learned in class. 2. Through listening, student will be able to understand the meaning of the 300 vocabulary words learned in the upper-grade level (refer to appendix 3).	1-1-3
	C1-1-5 Through listening, student will be able to recognize basic	1. Student will be able to recognize the stress in syllables and vocabulary words through listening. 2. Student will be able to recognize stress in	1-1-5

	vocabulary words and clauses, as well as the appropriate stresses on each.	clauses.	
	◎C1-1-7 Through listening, student will be able to understand classroom language and daily conversations.	1. Through listening, student will be able to understand the meaning of the daily conversation phrases learned in class. 2. Through listening, student will be able to understand the 30 daily conversation phrases learned in the upper-grade level (refer to appendix 3).	1-1-7
	◎ C1-1-8 Through listening, student will be able to understand the sentences learned in the upper-grade level.	1. Through listening, student will be able to understand the simple sentences learned in class in the upper-grade level. 2. Through listening, student will be able to understand sentences created with sentence patterns learned in the upper-grade level (refer to appendix 3).	1-1-8
	C1-1-11 Through listening, Student will be able to understand films and drama for children.	1. Through listening, student will be able to understand the keywords and sentences in films and drama for children through various forms of media. 2. Through listening, student will be able to understand the main content in films and drama for children in various forms of media..	* 1-1-11

Linguistic Ability 2 — (Speaking)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	◎A2-1-1 Student will be able to say the 26 letters.	1. Student will be able to say the 26 letter names of the alphabet correctly. 2. Student will be able to say the 26 letter names of the alphabet in order.	2-1-1
	◎ A2-1-3 Student will be able to say the vocabulary words learned in the lower-grade level.	Student will be able to say the vocabulary words taught in class.	2-1-3
	◎A2-1-5 Student will be able to use the words and phrases used commonly in classroom language.	1. Student will be able to correctly repeat the classroom language words and phrases used commonly in class. 2. Student will be able to correctly use the classroom language words and phrases used commonly in class (refer to appendix 1).	2-1-5
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	◎ B2-1-2 Student will be able to pronounce English sounds.	1. Student will be able to say the consonants of the alphabet. 2. Student will be able to pronounce the vowels of the alphabet. 3. Student will be able to say the sounds of each letter-sound of each letter.	2-1-2

	◎ B2-1-3 Student will be able to say the vocabulary words learned in the middle-grade level.	1. Student will be able to say the vocabulary words taught in class. 2. Student will be able to say the 120 vocabulary words that should be taught in the middle-grade level (refer to appendix 2).	2-1-3
	◎ B2-1-4 Student will be able to say sentences with proper intonation.	1. Student will be able to repeat sentences heard with proper intonation. 2. Student will be able to say declarative sentences and interrogative sentences with proper intonation.	2-1-4
	◎ B2-1-5 Student will be able to use classroom words/ phrases and daily conversational phrases taught in the middle-grade level.	1. Student will be able to appropriately use the daily conversational phrases taught in the middle-grade level class. 2. Student will be able to appropriately use the ten daily conversational phrases and 20 classroom language words and phrases in the middle-grade level (refer to appendix 2).	2-1-5
	◎ B2-1-9 Student will be able to give questions and answers based on the simple sentence patterns learned in the middle-grade level.	1. Student will be able to apply the sentence patterns learned in class to ask questions. 2. Student will be able to apply the sentence patterns learned in class to answer questions. 3. Student will be able to apply the sentence patterns learned in the middle-grade level to make sentences (refer to appendix 2).	2-1-9
	◎ B2-1-10 Student will be able to recite and sing songs and poems.	1. Student will be able to correctly say the main vocabulary words and sentences in songs and poems. 2. Student will be able to recite the songs and poems with the teacher or CD while maintaining proper rhythm. 3. Student will be able to recite simple songs and poems correctly by oneself.	2-1-10
Fifth to sixth grade	Review the foundation built at the middle-grade level and continue to develop the following skills mentioned below:		
	◎ C2-1-3 Student will be able to say the vocabulary words learned in the upper-grade level.	1. Student will be able to say the vocabulary words learned in class. 2. Student will be able to say the 300 vocabulary words learned in the upper-grade level (refer to appendix 3).	2-1-3
	◎ C2-1-4 Student will be able to say sentences from simple sentence patterns with appropriate rhythm.	1. Student will be able to recite the sentences learned with appropriate rhythm. 2. Student will be able to say the sentences learned by himself/ herself with appropriate rhythm.	2-1-4
	◎ C2-1-6 Student will be able to use simple English words to give a self-introduction.	Student will be able to use the vocabulary words and sentences learned to give a simple self-introduction (e.g. name, age, hobbies, etc.).	2-1-6
	◎ C2-1-7 Student will be able to use simple English words to introduce	1. Student will be able to answer questions about family and friends using the sentences and vocabulary words learned in class (e.g. relationship, occupation, hobbies, etc.).	2-1-7

	family members and friends.	2. Student will be able to use the vocabulary words and sentences learned in class to give a simple introduction about family and friends.	
	© C2-1-8 Student will be able to use the classroom language and daily conversation phrases learned in the upper-grade level.	1. Student will be able to appropriately use the daily conversation phrases learned in class. 2. Student will be able to appropriately use the classroom language and daily conversation phrases learned in the upper-grade level (refer to appendix 3).	2-1-8
	© C2-1-9 Student will be able to appropriately ask and answer questions using the sentence patterns learned in the upper-grade level.	1. Student will be able to apply the sentence patterns learned in class to ask questions. 2. Student will be able to apply the sentence patterns learned in class to answer questions. 3. Student will be able to apply the sentence patterns learned in the upper-grade level to make sentences (refer to appendix three).	2-1-9
	C2-1-11 When looking at pictures, student will be able to use the English learned to talk about what student sees.	1. Student will be able to say the vocabulary words related to the picture. 2. When given cues, student will be able to use the appropriate sentences to describe what's happening in the picture.	2-1-11
	© C2-1-12 Student will be able to give a simple role play.	1. Student will be able to perform a simple conversation when given the setting, character and objectives. 2. Student will be able to participate in a simple theatre drama for children or RT (readers' theatre) performance.	* 2-1-12

Linguistic Ability 3 — (Reading)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	© A3-1-1 Student will be able to recognize printed upper-case and lower-case letters.	1. Student will be able to recognize printed upper-case letters. 2. Student will be able to recognize printed lower-case letters. 3. Student will be able to recognize printed upper-case letters and their corresponding lower-case letters. 4. Student will be able to recognize the order of the alphabet for both upper-case and lower-case letters.	3-1-1
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	© B3-1-2 Student will be able to recognize the	1. Student will be able to recognize the vocabulary words taught in class.	3-1-2

	vocabulary words learned in the middle-grade level.	2. Student will be able to recognize the 120 vocabulary words taught in the mid-level grade (refer to appendix 2).	
	◎ B3-1-3 Student will be able to understand simple English signs through reading.	1. Student will be able to recognize the vocabulary words learned before when reading English signs. 2. Student will be able to understand the meanings of simple English signs.	3-1-3
	◎ B3-1-5 Through reading, student will be able to understand sentences taught in the middle-grade level.	1. Student will be able to recognize the sentences taught in the middle-grade level classes. 2. Student will be able to understand the meaning of sentences created with sentence patterns learned in the middle-grade level.	3-1-5
	◎ B3-1-6 Student will be able to recognize basic English writing formats.	1. Student will be able to recognize that spaces are needed between words. 2. Student will be able to recognize that the first letter of a sentence needs to be capitalized. 3. Student will be able to recognize that English writing format starts from left to right and from top to bottom. 4. Student will be able to recognize that punctuation needs to be appropriately added into sentences (e.g. comma, period, question mark, etc.).	3-1-6
Fifth to sixth grade	Review the foundation built at the middle-grade level and continue to develop the following skills mentioned below:		
	◎ C3-1-2 Student will be able to recognize the vocabulary words learned in the upper-grade level.	1. Student will be able to recognize the vocabulary words learned in class. 2. Student will be able to correctly recognize the 300 vocabulary words learned in the upper-grade level (refer to appendix 3).	3-1-2
	◎ C3-1-4 Through reading, student will be able to understand simple songs and poems.	1. Through reading, student will be able to understand the keywords and sentences in simple songs and poems. 2. Through reading, student will be able to understand the main contents of simple songs and poems.	3-1-4
	◎ C3-1-5 Through reading, student will be able to understand the sentences learned in the upper-grade level.	1. Student will be able to recognize the sentences learned in class. 2. Student will be able to understand the meaning of the sentences created with the sentence patterns learned in the upper-grade level.	3-1-5
	◎ C3-1-7 Student will be able to read aloud the dialogues and stories in the textbook.	1. Student will be able to correctly read through the dialogues and stories in the text book with someone else. 2. When reading with someone else, student will be able to correctly identify the vocabulary words read.	3-1-7

		3. When reading, student will be able to pause at meaningful chunks or phrases appropriately. 4. Student will be able to correctly read aloud the dialogue or story in the text book.	
	C3-1-8 Through reading, student will be able to understand simple children’s stories.	1. Student will be able to recognize the keywords and sentences in children’s stories through pictures or other visual cues. 2. Through reading, student will be able to understand the main contents of children’s stories through pictures or other visual cues.	* 3-1-8
	C3-1-9 Student will be able to guess or infer the themes of stories from the pictures and the titles of books.	1. Student will be able to guess or infer the themes of stories from the pictures and the titles of books. 2. Student will be able to guess or infer the meaning of vocabulary words from context, as well as the pictures and title of a book. 3. Student will be able to guess or infer the story progression from the context, pictures or title of a book.	* 3-1-9
	© C3-1-10 Through reading, student will be able to understand classroom language or daily conversation phrases.	1. Through reading, student will be able to understand the meaning of daily conversation phrases learned in class. 2. Through reading, student will be able to understand the 30 classroom language and daily conversation phrases learned in the upper-grade level (refer to appendix 3).	NA

Linguistic Ability 4 — (Writing)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	© A4-1-1 Student will be able to print upper-case and lower-case letters.	1. Students will be familiar with the order of the letter strokes. 2. Student will be able to print upper-case and lower-case letters correctly using 4-lined (or 3-lined) writing papers. 3. Student will be able to print upper-case and lower-case letters in order.	4-1-1
Third to fourth grade	Review the foundation built at the lower-grade level and continue to develop the following skills mentioned below:		
	©B4-1-2 Student will be able to write his/her own name.	1. Student will be able to trace the writing of the student’s own name. 2. Student will be able to write his/her English name (e.g. Adam Wang, Mary Chen) or his/her Chinese name translated into English (e.g. Mei-li Fang).	4-1-2

	<p>◎ B4-1-3 Student will be able to copy down the vocabulary words learned in the middle-grade level.</p>	<ol style="list-style-type: none"> 1. Through tracing, student will be able to copy down the vocabulary words learned in class. 2. Student will be able to copy down the vocabulary words learned in class. 3. Student will be able to copy down the 80 vocabulary words that need to be learned in the middle-grade level (refer to appendix 2). 	4-1-3
	<p>◎ B4-1-4 Student will be able to copy down the sentences learned in middle-grade level.</p>	<ol style="list-style-type: none"> 1. Student will be able to follow the rules of English formats (i.e. knowing to capitalize the first letter of a sentence, keeping space between words) and add proper punctuation (e.g. commas, periods, question marks, etc.) when copying down sentences. 2. Student will be able to copy down the sentences learned in class. 3. Student will be able to copy down sentences created with simple sentence patterns learned in the middle-grade level. 	4-1-4
	<p>◎ B4-1-5 Student will be able to spell out the vocabulary learned in the middle-grade level.</p>	<ol style="list-style-type: none"> 1. Student will be able to spell out the vocabulary learned in class. 2. Student will be able to spell out the 80 vocabulary taught in the middle-grade level (refer to appendix 2). 	4-1-5
Fifth to sixth grade	Review the foundation built at the middle-grade level and continue to develop the following skills mentioned below:		
	<p>◎ C4-1-4 Student will be able to write sentences learned in the upper-grade level.</p>	<ol style="list-style-type: none"> 1. Student will be able to follow the rules of written English formatting (e.g. capitalization, word spacing, etc.) and add proper punctuation (e.g. commas, periods, question marks, etc.) when writing sentences. 2. Student will be able to write the sentences learned in class. 3. Student will be able to write the sentences created with simple sentence patterns learned in the upper-grade level. 	4-1-4
	<p>◎ C4-1-5 Student will be able to spell out the vocabulary words learned in the upper-grade level.</p>	<ol style="list-style-type: none"> 1. Student will be able to spell out the vocabulary words learned in class. 2. Student will be able to spell out the 180 vocabulary words learned in the upper-grade level (refer to appendix 3). 	4-1-5
	<p>◎ C4-1-6 Student will be able to write important vocabulary words based on pictures and other visual cues.</p>	<p>Student will be able to apply what was learned to spell out important vocabulary words based on pictures or verbal cues.</p>	4-1-6

Linguistic Ability 5 — (Comprehensive Application of Listening, Speaking, Reading and Writing Abilities)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to second grade	<ul style="list-style-type: none"> ⊙ A5-1-1 Student will be able to recognize, say and write the 26 letters of the alphabet. 	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, able to recognize through listening and identify the 26 letters of alphabet; or recognize through listening and write the 26 letters; or able to read and say the 26 letters.	5-1-1
	<ul style="list-style-type: none"> ⊙ A5-1-2 Student will be able to understand lower-grade level vocabulary through listening and speaking. 	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, being able to recognize through listening and say the vocabulary words learned in the lower-grade level; or being able to recognize through reading and say the vocabulary words learned in the lower-grade.	5-1-2
	<ul style="list-style-type: none"> ⊙ A5-1-5 Student will be able to understand commonly used classroom words/ phrases through listening and react accordingly. 	<ol style="list-style-type: none"> 1. Student will be able to understand the meanings of classroom words/ phrases through listening and respond with the appropriate verbal responses or gestures. 2. Through listening, student will be able to understand the meanings of classroom words/ phrases used commonly in the lower-grade level. In addition, able to respond with the appropriate verbal responses or gestures (should at least understand the 8 basic classroom language phrases shown in appendix 1). 	5-1-5
Third to fourth grade	<ul style="list-style-type: none"> ⊙B5-1-2 Through listening, student will be able to understand and recognize the vocabulary learned in the middle-grade level. 	Through listening, student will be able to understand and recognize the 120 vocabulary words learned in the middle-grade level (refer to appendix 2).	5-1-2
	<ul style="list-style-type: none"> ⊙B5-1-4 Student will be able to apply 120 vocabulary words in speaking and spell out at least 80. Able to use these vocabulary words in simple daily conversations. 	<ol style="list-style-type: none"> 1. Student will be able to say 120 vocabulary words through picture or verbal cues. 2. Student will be able to write 80 vocabulary words through picture or verbal cues. 3. Student will be able to use at least 120 vocabulary words in simple daily conversations (refer to appendix 2). 	5-1-4
	<ul style="list-style-type: none"> ⊙B5-1-6 Student will be able to use alphabetical phonics. 	<ol style="list-style-type: none"> 1. Student will be able to understand the letter-sound correspondences in the alphabet. 	5-1-6

		2. Student will be able to use phonics to try reading words. 3. Student will be able to use phonics to try spelling out spoken words.	
	◎B5-1-7 Student will be able to write important vocabulary words through oral or written cues.	Student will be able to comprehensively apply skills mentioned in the indicators of competence, such as being able to write important vocabulary words through oral cues, or able to write important vocabulary words in context with other words or phrases.	5-1-7
	◎B5-1-8 Student will be able to say and copy the sentences learned in the middle-grade level, as well as understand through reading and listening.	Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example, able to recognize through listening and say the vocabulary learned in the middle-grade level; or being able to understand and recite the sentences learned in the middle-grade level through reading; or being able to understand and copy down the sentences learned in the middle-grade level.	NA
Fifth to sixth grade	Review the foundation built at the middle-grade level and continue to develop the following skills mentioned below:		
	◎C5-1-2 Through listening, student will be able to understand and recognize the vocabulary words learned in the upper-grade level.	Through listening, student will be able to understand and recognize the 300 vocabulary words learned in the upper-grade level (refer to appendix 3).	5-1-2
	◎C5-1-3 When listening and reading together, student will be able to identify correspondence between the words heard and the words in the book.	1. While listening and reading together, student will be able to point to the words being heard. 2. While listening and reading together, student will be able to read words out loud as they are spoken.	5-1-3
	◎C5-1-4 Student will be able to apply 300 vocabulary words in speaking, spell at least 180 vocabulary words, and be able to apply the vocabulary in simple daily conversations.	1. Student will be able to speak 300 vocabulary words through picture or verbal cues. 2. Student will be able to write 180 vocabulary words through picture or verbal cues. 3. Student will be able to orally apply at least 300 vocabulary words in simple daily conversations (refer to appendix 3.).	5-1-4
	◎C5-1-5 Through listening, student will be able to understand the daily conversation phrases learned in the upper-grade level and be able	1. Through listening, student will be able to understand the meaning of the daily conversation phrases learned in class and be able to give the proper responses verbally, as well as through body gestures. 2. Through listening, student will be able to understand the meaning of the daily conversation phrases learned in the upper-	5-1-5

	to give the appropriate responses.	grade level and be able to give the proper responses verbally, as well as by using body gestures (refer to appendix 3).	
	©C5-1-6 Student will be able to apply alphabetical phonics	<ol style="list-style-type: none"> 1. Student will be able to understand the letter sound correspondences in the alphabet. 2. Student will be able to apply phonics to try reading words. 3. Student will be able to apply phonics to try spelling out previously heard words. 	5-1-6
	©C5-1-8 Student will be able to understand through listening and reading as well as speak and write the sentences learned in the upper-grade level.	<p>Student will be able to use two of the skills mentioned in the indicator of stage competence together. For example:</p> <ul style="list-style-type: none"> ● able to recognize vocabulary learned in the upper-grade level through listening and speak ● able to understand sentences learned in the upper-grade level through listening and read ● able to understand through reading and write the sentences learned in the upper-grade level. 	NA

II. Junior High School

Linguistic ability 1— (Listening)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to ninth grade	Review the foundation built at the elementary level and continue to develop the following skills mentioned below:		
	1-2-1 Through listening, student will be able to recognize the rhythm and phonology in simple songs and poems.	<ol style="list-style-type: none"> 1. Student will be able to feel the rhythm, fast or slow, when listening to songs and poems. 2. Student will be able to point out the rhythm scheme of poems and lyrics in songs. 3. Student will be able to recognize the patterns of some words or sentences in songs and poems. 	1-2-1
	1-2-2 Student will be able to recognize the emotions and attitudes expressed using pitch variations.	<ol style="list-style-type: none"> 1. Student will be able to understand that, when confident, intonation usually goes down near the end of sentence; when in doubt, the intonation usually goes up near the end of the sentence. 2. Student will be able to understand, that in a yes/no question the intonation rises, with the purpose of asking a question. However, in question tags, when a yes/no question's intonation go down, it's expressing certainty. 3. Student will be able to evaluate what's emphasized in a sentence based on what words are being stressed. 	1-2-2

		4. Student will be able to feel the speaker's emotions (e.g. happy, sad, angry, excited, surprised, scared, depressed, worried, etc.) based on the speaker's intonation.	
	1-2-3 Through listening, student will be able to understand simple stories and daily conversation.	<ol style="list-style-type: none"> 1. Through listening, student will be able to distinguish between a conversation and a narrative. 2. Through hearing conversation and story plot, student will be able to recognize key vocabulary words and understand their meanings in the story. 3. Student will be able to recognize the relationships of the characters in a story or dialogue (e.g. parents and children, teacher and students, classmates, etc.). 4. Through listening, student will be able to recognize the setting (e.g. in the car, at the store, at home etc.) of the story or dialogue. 5. Through listening, student will be able to recognize the topics / subject matter of dialogue or simple stories. 	1-2-3
	1-2-4 Student will be able to recognize the objective/ subject of dialogue or messages.	<ol style="list-style-type: none"> 1. Student will be able to understand the subject of a dialogue or messages through hearing the key vocabulary words that are repeated throughout. 2. Student will be able to understand the setting (e.g. in the car, at the store, at home, etc.) and the scenario (e.g. asking for directions, apologizing, shopping, etc.) by listening to the phrases in a dialogue. 	* 1-2-4
	1-2-5 Through listening, student will be able to understand the main content of simple videos or short dramas, with the help of visual cues.	<ol style="list-style-type: none"> 1. Student will be able to understand the theme of simple videos or short dramas. 2. Student will be able to understand the main messages and content of simple videos or short dramas. 3. Student will be able to understand the relationships of characters in simple videos or short dramas. 4. Student will be able to understand the setting (e.g. in the car, at the store, at home, etc.) of dialogue. 5. Student will be able to understand the main character's perspective or circumstance in simple videos or short dramas. 	* 1-2-5

Linguistic ability 2— (Speaking)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to ninth grade	Review the foundation built at the elementary level and continue to develop the following skills mentioned below:		

	2-2-1 Student will be able to use the classroom language that is being used most of the time.	<ol style="list-style-type: none"> 1. Student will be able to express the meanings of classroom language. 2. Student will be able to use the appropriate classroom language in the right environment/ circumstance. 	2-2-1
	2-2-2 Student will be able to use simple English words in a class discussion guided by the teacher.	<ol style="list-style-type: none"> 1. Through listening, student will be able to understand the content stated by the teacher and also able to reply or join the discussion using English. 2. Through listening, student will be able to understand the questions asked by classmates or group members, as well as express opinions or narrate situations using English. 3. Student will be able to use the appropriate English to paraphrase the result of a group discussion. 	2-2-2
	2-2-3 Student will be able to use simple English words to express personal demands, intentions and feelings.	<ol style="list-style-type: none"> 1. Student will be able to use English to express personal demands. 2. Student will be able to use English to express personal intentions. 3. Student will be able to use English to express personal feelings. 	2-2-3
	2-2-4 Student will be able to use simple English to describe people, things, and objects encountered in daily life.	<ol style="list-style-type: none"> 1. Student will be able to use English to describe people encountered in daily life (e.g. occupation, age, appearance, hobby, etc.). 2. Student will be able to use English to describe actions as well as scenarios (including character interaction, process, reasons, results, etc.). 3. Student will be able to use English to describe objects encountered in daily life (e.g. size, shape, function, new, old, etc.). 	2-2-4
	2-2-5 Student will be able to use, and respond to interrogative words (e.g. who, what, where, when, why, how)	<ol style="list-style-type: none"> 1. Student will be able to use simple English (e.g. who, what, when, where, how, why or yes/no questions) to ask others questions. 2. Student will be able to listen to a question, determine subject matter and answer appropriately. 	2-2-5
	2-2-6 Student will be able to correctly express oneself and communicate with others according to different scenarios and occasions.	<ol style="list-style-type: none"> 1. Student will be able to accurately express one's opinions and perspectives based on actual emotion. 2. Student will be able to use English to communicate with others about certain topics or situations (e.g. discuss family members, bedroom decoration, hobbies, etc.). 3. Student will be able to make appropriate word choice based on the situation, circumstance and people involved. 	* 2-2-6
	2-2-7 Student will be able to participate in simple, dramatic performances.	<ol style="list-style-type: none"> 1. Student will be able to fluently speak the lines in short dramatic scripts. 2. Student will be able to speak the lines in the script with proper intonation, as well as appropriate gestures and facial expression based on how the plot 	* 2-2-7

		progresses. 3. Student will be able to use the lines in a script to interact with the other actors, based on what the plot requires.	
	2-2-8 Student will be able to use simple English to introduce local and foreign customs and practices.	1. Student will be able to use English to give a simple introduction of current local customs and lifestyles (e.g. food, clothing, residences, transportation, etc.). 2. Student will be able to inform others of simple Taiwanese and foreign customs, as well as traditions (e.g. major festivals, etc.). 3. Student will be able to use simple English to state the differences and similarities between Chinese and foreign cultures and lifestyles.	* 2-2-8

Linguistic Ability 3 — (Reading)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to ninth grade	Review the foundation built at the elementary level and continue to develop the following skills mentioned below:		
	3-2-1 Student will be able to recognize cursive English letters.	1. Student will be able to read English sentences written in cursive. 2. Student will be able to read English essays written in cursive.	3-2-1
	3-2-2 Student will be able to use a dictionary to look up vocabulary, pronunciation and meaning.	1. Student will be able to understand how words in the dictionary are ordered, as well as find the vocabulary words needed. 2. Student will be able to use the phonetic system in the dictionary (e.g. phonics, phonetic symbols). 3. Student will be able to choose the right meaning for a word from the dictionary based on the context of the sentence or essay.	3-2-2
	3-2-3 Through reading, student will be able to understand commonly used English signs and graphs.	1. Through reading, student will be able to recognize the English signs commonly seen in school (e.g. the English name of every department in the school). 2. Through reading, student will be able to understand the English signs commonly seen on a day-to-day basis (e.g. exit, enter, stop, push, pull, etc.). 3. Student will be able to understand the main message presented in graphs (e.g. pie charts/ bar graphs, tables).	3-2-3
	3-2-4 Student will be able to read short essays and simple stories aloud with appropriate tones and rhythm.	1. Student is able to accurately reproduce the narrator's intended emotions and attitude in the story. 2. Student can use variation of tones, stressed/unstressed sounds and speed to read a story aloud.	3-2-4

	3-2-5 Student will be able to understand the main points of the textbook.	<ol style="list-style-type: none"> 1. Student will be able to point out the subject of the article. 2. Student will be able to understand the main points of paragraphs. 3. Student will be able to summarize an article based on the main points of the article. 	3-2-5
	3-2-6 Student will be able to understand the main contents and plots of dialogues, short articles, letters, stories and short dramas.	<ol style="list-style-type: none"> 1. Student will be able to filter through messages and spot keywords and sentences. 2. Student will be able to discover the main content and message of a speaker's dialogue. 3. When reading a letter, student will be able to find the writer's objectives and relationship with the recipient. 4. Student will be able to understand the story and short dramas' plotline, as well as character relationships. 5. Student will be able to determine the main characters' traits and thoughts in stories and short dramas. 	* 3-2-6
	3-2-7 Student will be able to recognize a story's elements, such as background, characters, incidents and endings.	<ol style="list-style-type: none"> 1. Student will be able to analyze a story's dramatic structure (e.g. introduction, development, conclusion) and elements (e.g. who, what, where, when, why how). 2. Student will be able to determine the location and environment of a story. 3. Student will be able to recognize the characters in a story. 4. Student will be able to recognize the incidents and ending of a story. 	* 3-2-7
	3-2-8 Student will be able to guess or infer the meaning of vocabulary words or meaning of an article from the context, as well as pictures in the book.	<ol style="list-style-type: none"> 1. Student will be able to understand the meaning of an article through its pictures and explanations. 2. Student will be able to correctly guess the meaning of vocabulary words by finding clues in the article, including the context and structure of the words. 3. Student will be able to infer the meaning of the articles by using clues in the article, such as context, and transition words that point out the relationships between paragraphs. 	* 3-2-8
	3-2-9 Student will be able to read simple articles from different topics and genres.	<ol style="list-style-type: none"> 1. Student will be able to understand simple reading materials from different topics that are suitable for the teenage level. 2. Student will be able to categorize and read simple articles from various genres including: narrative, journal, biography, instruction manual, letters, announcement, advertisement, news reports and pictures with captions from websites. 	* 3-2-9

Linguistic Ability 4 — (Writing)

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to ninth grade	Review the foundation built at the elementary level and continue to develop the following skills mentioned below:		
	4-2-1 Student will be able to fill out simple, informational forms.	<ol style="list-style-type: none"> 1. Student will be able to understand the words and symbols on forms, as well as be able to correctly check options as needed (e.g. the gender option: Sex: <input type="checkbox"/>M <input type="checkbox"/>F). 2. Student will be able to fill out the appropriate English information based on a form's needs. 	4-2-1
	4-2-2 Student will be able to combine, rewrite and construct sentences.	<ol style="list-style-type: none"> 1. Student will be able to use context clues to determine the appropriate conjunctions, prepositions or relative pronouns to combine words into a proper sentence (e.g. and, but, when, after, before, who or which). 2. Student will be able to use context clues to determine how to rewrite sentences using the same structure while maintaining different meanings (e.g. rewrite into past tense, third-person perspective or others). 3. Student will be able to use context clues to determine how to rewrite the sentence into a different structure, while maintaining the same meaning (e.g. change from active voice to passive voice, paraphrase, etc.). 4. Student will be able to use context clues to make an appropriate sentence. 	4-2-2
	4-2-3 Student will be able to write simple greeting cards and letters (including emails), etc.	<ol style="list-style-type: none"> 1. Student will be able to use proper format to write greeting cards or letters (e.g. sender's and receiver's names, greeting phrases, addressing an envelope, etc.) 2. Student will be able to write the contents for simple greeting cards, letters and emails. 	4-2-3
	4-2-4 Student will be able to write simple paragraphs when given a cue.	<ol style="list-style-type: none"> 1. Student will be able to write a topic sentence to indicate the theme of a paragraph. 2. Student will be able to use appropriate punctuation marks to organize sentences into paragraphs. 3. Student will be able to demonstrate awareness of proper, word usage and coherent paragraph structure. 	4-2-4

Linguistic Ability 5 — (Comprehensive Application of Listening, Speaking, Reading and Writing Abilities)

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to ninth grade	Review the foundation built at the elementary level and continue to develop the following skills mentioned below:		
	5-2-1 By the time students graduate, they should learn at least 1200 vocabulary words and be able to apply them in different communication skills such as listening, speaking, reading and writing.	<ol style="list-style-type: none"> 1. Student will be able to correctly spell, read and apply 1200 vocabulary words. 2. Student will be able to correctly use English words based on basic grammar rules (e.g. tense, plurality, singularity, etc.). 3. Student will be able to understand the different usage of commonly used vocabulary words and word combinations (collocation) e.g.: take can be used in the phrases “take medicine”, “take a bus”, “take a trip”, etc. 4. Student will be able to apply commonly used vocabulary words in communication functions such as listening, speaking, reading and writing. 	5-2-1
	5-2-2 Student will be able to paraphrase brief conversation as relayed by another person.	<ol style="list-style-type: none"> 1. Student will be able to listen to what others say and determine the main points or phrases. 2. Through listening, student will be able to paraphrase the key points of a conversation. 	5-2-2
	5-2-3 Student will be able to understand daily dialogues, simple stories, or broadcasts through listening and write down the main points with simple words and sentences.	<ol style="list-style-type: none"> 1. Based on the conversations, simple stories, or broadcast contents heard, student will be able to understand and write down key points (note taking). 2. Student will be able to speak or write short, simple sentences to describe a story and its characters in a short article (including identity, age, appearance, habits, etc.). 3. Student will be able to speak or write short, simple sentences to describe a story and its plot in a short article (including character, process, causes, results, etc.). 	5-2-3
	5-2-4 Through reading, student will be able to understand stories and simple, short articles as well as use short sentences to speak or write the main contents of stories.	<ol style="list-style-type: none"> 1. Student will be able to understand and speak or write about the main content or key points of a story and/or short article. 2. Through listening, student will be able to use simple words or sentences to write or speak about the key points of a story or conversation. 	5-2-4
	5-2-5 Student will be able to understand simple letters, messages, greeting cards	<ol style="list-style-type: none"> 1. Student will be able to understand the meaning of main vocabulary words and sentences in letters, messages, greeting or invitation cards. 	5-2-5

	and invitation cards, as well as other written materials and give brief responses orally or in writing.	<ol style="list-style-type: none"> 2. Student will be able to understand the content and objectives of letters (messages, greeting card, invitation card, etc.). 3. Student will be able to use simple and correct sentences to express oneself and reply to the content of the letters based on context and situation. 	
	5-2-6 Student will be able to understand contents of simple forms, and fill in the required data.	<ol style="list-style-type: none"> 1. Student will be able to understand the items on forms that need to be filled out. 2. Student will be able to appropriately fill in required data boxes based on real situations. 3. When filling out forms, student will be able to demonstrate understanding of writing rules (e.g. capital/lowercase, punctuations, etc.) and spell words correctly. 4. When writing paragraphs, student will be able to demonstrate understanding of paragraph sectioning rules (e.g. when to give breaks to start new paragraphs, indentation, etc.). 	5-2-6
	5-2-7 Student will be able to translate simple Chinese and English sentences.	<ol style="list-style-type: none"> 1. When translating from English to Chinese, student will demonstrate awareness of word meanings, how they function within a given sentence and how that sentence functions within its paragraph in order to produce an accurate translation. 2. When translating from Chinese to English, student will demonstrate awareness of word meanings, word combinations (collocation) and how they function in order to produce an accurate translation. 	5-2-7

2. Interest in Learning English, Learning Attitudes and Learning Methods: Indicator Based on Each Grade Level

I. Elementary School

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First to sixth grade	D6-1-1 Student will be interested in participating in a variety of practice activities in class.	<ol style="list-style-type: none"> 1. Interested in participating in whole-class practice activities. 2. Interested in participating in group practice activities. 3. Interested in participating in individual practice activities. 	6-1-1
	D6-1-2 Student will be interested in responding to questions	Student will be able to use active listening skills to listen and respond appropriately to both teacher and student questions during practice activities.	6-1-2

	asked by the teacher or classmates.		
	D6-1-3 Student will be able to focus attention during teacher instructions and/or demonstrations.	Student will be able to focus attention and effort, during teaching and whole-class demonstrations, to achieve understanding of teaching content.	6-1-3
	D6-1-4 Student will be able to take initiative in preparing for a lesson ahead of time, then reviewing the learned lesson after class.	<ol style="list-style-type: none"> 1. Before class starts, student will be able to take initiative to prepare for the lesson content that will be taught in the next class and understand its key points. 2. After every class, student will be able to take initiative to listen to cassette tapes or CDs to review lesson content that was just learned. 3. Aside from their workbooks, student will be able to properly store worksheets and documents handed out so the material can be reviewed later. 	6-1-4
	D6-1-5 Student will be able to properly use non-linguistic cues in scenarios to help learn English.	<ol style="list-style-type: none"> 1. Student will be able to use body language, intonation and facial expression to further understand the learning content. 2. Student will be able to use pictures or physical objects in various scenarios to further understand the learning content. 	6-1-5
	D6-1-6 Student will be eager to attempt extracurricular English learning materials.	Student will be eager to attempt English learning materials outside of the English textbook material.	6-1-6
	D6-1-7 Student will not be afraid of making mistakes and will be interested in communicating, as well as expressing opinions.	<ol style="list-style-type: none"> 1. Student will be able to proactively raise one's hand and express opinions during English class. 2. Student will be eager to attempt various learning activities and, when teachers ask questions, student will be willing to try answering them. 3. When faced with making mistakes in the learning process, student will be able to correct errors and have an optimistic attitude. 	6-1-7
	D6-1-8 Student will take initiative to ask questions to teacher or classmates.	<ol style="list-style-type: none"> 1. Student will be able to proactively seek help from teachers or students when faced with difficulties in learning English. 2. Student will be able to communicate thoughts about learning, as well as learning methods with teachers and classmates in order to overcome obstacles in learning. 	6-1-8
	D6-1-9 Student will be eager to try using English whenever there is any opportunity in daily life.	<ol style="list-style-type: none"> 1. Student will be able to initiate English conversations with teachers or students at school. 2. Student will be able to use English to have a simple conversation (e.g. inquiring price, asking directions, ordering food, etc.) outside of school when meeting foreigners or traveling abroad. 	6-1-9

		3. When reading English instructions online or in other scenarios, student will be able to read instructions thoroughly and follow them accordingly (e.g. cellphone, elevator, PC game or manuals for any other games or devices).	
	D6-1-10 When using English in daily life, student will be eager to delve into the words' meanings and willing to try using them.	<ol style="list-style-type: none"> 1. Student will be interested in reading English picture books that are not required reading and willing to try reading the words or sentences in those books. 2. When listening to English songs or other pop songs that have English parts in them, student will be able to try singing along with the song and looking into its lyrics' meanings. 3. When looking at English signs, labels, captions or maps, student will be able to try reading the words and understanding their meanings. 4. Student will be able to observe foreign festival and event decorations in detail and demonstrate a willingness to participate in or inquire about the event. 	6-1-10
	D6-1-11 Student will be able to use previously learned vocabulary words to help learn new vocabulary through making associations.	<ol style="list-style-type: none"> 1. Using previously learned vocabulary words, student will be able to begin inferring the meanings of new vocabulary words through association (e.g. backpack, indoor, inside, etc.). 2. Student will be able to use the suffix and/or prefix of a new vocabulary word to predict its meaning. 3. Student will be able to use the context of a new vocabulary word to predict its meaning (given that the contextual words are previously learned vocabulary words). 4. Student will be able to utilize the concept of word families to help learn new vocabulary words. 	6-1-11
	D6-1-12 Student will be interested in participating in extra-curricular activities that enhance English proficiency (e.g. English camp, singing competition, short drama performance/ competition, etc.).	<ol style="list-style-type: none"> 1. Student will be interested in participating in English clubs and camps such as the English summer camp, English drama camp or others. 2. Student will be interested in watching English TV shows, movies or educational videos. 3. Student will be interested in participating in English competitions and performances (e.g. singing contest, poetry recital, short drama performances, etc.) in and out of school. 	6-1-12
	D6-1-13 Student will be able to focus efforts to complete homework assignments.	<ol style="list-style-type: none"> 1. Student will be able to take initiative in understanding a homework assignment's instructions, scope, expected standards and deadline. 2. Student will be able to proactively apply language skills in the process of completing an assignment, while utilizing creativity and thoughtful consideration to improve work 	6-1-13

		quality. 3. During group work, student will be able to proactively help students in the same group to finish their assignments.	
	D6-1-14 Student will be curious enough to stay interested in asking questions or making educated guesses in order to gain information related to unknown concepts and/or knowledge.	1. Student will be able to give examples and counterexamples when expressing curiosity in discussions with teacher and classmates. 2. Student will be interested in expressing personal opinions and giving examples and/or counterexamples, when discussing a particular topic with the teacher and other students.	6-1-14
	D6-1-15 Student will take initiative to use picture dictionary to look up unknown words.	1. When previewing new lessons, student will be able to take initiative to use picture dictionary to look up unknown words. 2. During whole-class practice, student will be able to take initiative to use picture dictionary to look up unknown words. 3. During pair or group practice, student will be able to take initiative to use picture dictionary to look up unknown words. 4. Before advancing to the next lesson, student will be able to use picture dictionary to look up unknown words.	* 6-1-15
	D6-1-16 During daily life or media consumption, student will be able to recognize the English learned from class.	1. Student will be able to recognize the letters, vocabulary words or sentences learned from class when encountering billboards or signs on the street. 2. Student will be able to recognize the vocabulary words or sentences learned from class when listening to English broadcasts or watching TV.	* 6-1-16

(二) 國中部分

II. Junior High School

Indicator Grade	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to Ninth Grade	Use the Learning Interests and Learning Methods Cultivated from Elementary School as a Foundation and Continue to Develop These Interests and Methods:		
	6-2-1 Student will be interested in English movies, songs, broadcast, books, etc.	1. Student is willing to try to appreciate the movies, songs, broadcasts, books and other media recommended by the teacher. Furthermore, student is able to understand and appreciate the content of these materials. 2. Student will be able to proactively choose and find movies, songs, broadcast, books, etc. that are of interest. Student will also be	6-2-1

		willing to try and appreciate these materials as well as understand the content of these materials.	
6-2-2 Student will be interested in cultures and customs from different parts of the world and look for opportunities to experience these cultures.		Student will be able to be aware of the cultural differences between our country and other countries. Also, student will be interested in proactively understanding these cultural differences through asking questions and doing research.	6-2-2
6-2-3 Student will be interested in reading English stories, magazines and other extracurricular materials.		<ol style="list-style-type: none"> 1. Student will be able to proactively read storybooks, magazines, and other extracurricular reading materials. 2. When encountering something the student doesn't know while reading story books, magazines or other extracurricular reading materials, student shows interest in finding the answers. 	6-2-3
6-2-4 Student will understand basic English reading skills and able to further increase interest in reading as well as improve reading skills.		<ol style="list-style-type: none"> 1. Student will be able to use simple reading skills (e.g. skimming, scanning, etc.) to improve reading speed and understanding of reading material. 2. Student will be able to use graphs, pictures or titles to increase understanding of the reading material. 3. With a content mindset, student will be able to proactively read to cultivate interest in reading as well as improve reading skills. 	6-2-4
6-2-5 Student will be able to review and organize content learned in class.		<ol style="list-style-type: none"> 1. Student will be able to cultivate the habit of reviewing the contents taught after class (e.g. vocabulary words, use and pronunciation of phrases, grammar rules, meaning of paragraphs, etc.). 2. Student will be able to review the contents taught before. Furthermore, student will be able to organize them into information that is easy to absorb so that it's convenient to review in the future. 	6-2-5
6-2-6 Student will be able to use reference books (e.g. dictionary) to proactively understand the English that the student comes across.		<ol style="list-style-type: none"> 1. Student will be able to use reference books to look up the words needed. Furthermore, student will be able to discern the appropriate meaning to use for the word based on the context. 2. Through reading the sentence examples in the reference books, student will be able to understand how to use the vocabulary word in a sentence. 3. Student will be able to understand the word through finding the word's phonetic symbols, meaning, grammar implications and how it's used in a sentence from looking up the reference books. 4. Student will be able to use reference books to find information related to a certain topic, which can be used to help understand English reading material. 	* 6-2-6

	6-2-7 Student will proactively search learning material related to what was learned in class through the internet or other extracurricular materials. Furthermore, student is able to share the material with teachers and classmates.	<ol style="list-style-type: none"> 1. Student will understand how to use English to do basic search on the internet. 2. Student will be able to use encyclopedia, dictionary, books or other materials to find more English information related to the lesson learned in class. 3. Student is willing to proactively share the information found with others (e.g. teachers and students). 	* 6-2-7
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3. Culture and Custom Indicator Based on Each Grade Level

I. Elementary School

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First grade to sixth grade	◎D7-1-1 Student will know about the major foreign festivals and customs that are introduced in class.	<ol style="list-style-type: none"> 1. Student will know the names of the major foreign festivals in English. 2. Student will know the most representative objects and activities seen in major foreign festival celebrations and know these terms in English. 	7-1-1
	◎D7-1-2 Student will know about the major local festivals and customs that are introduced in class.	<ol style="list-style-type: none"> 1. Student will know the names of the major local festivals in English. 2. Student will know the most representative objects and activities seen in major foreign festival celebrations and know these terms in English. 	7-1-2
	◎D7-1-4 Student will know foreign customs and practices.	<ol style="list-style-type: none"> 1. Student will be able to understand the foreign customs and practices (e.g. festivals, lifestyle, food, songs, etc.) introduced in class material. 2. Student will know the English words and sentences related to the foreign customs and practices mentioned above. 	7-1-4

II. Junior High School

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
Seventh to Ninth Grade	Use the understanding of cultures and customs cultivated from elementary school as a foundation and continue to develop these understandings:		
	7-2-1 Student will be able to use simple English to introduce local and foreign customs and practices.	<ol style="list-style-type: none"> 1. Student will be able to have a general understanding of foreign and local customs and practices (e.g. festivals, food, origins, etc.). 2. Student will be able to use various linguistic skills, including writing, reading, speaking and listening, to 	* 7-2-1

		demonstrate understanding of vocabulary words related to different customs and practices. 3. Student will be able to organize previously learned local/ foreign customs and practices and introduce them through writing or speaking.	
	7-2-2 Student will understand basic conversation etiquette in the international community.	1. Student will understand basic communication etiquette in the international community. 2. Student will understand the conversation etiquette in various scenarios.	* 7-2-2
	7-2-3 Student will be able to understand and respect different cultures and customs, using a multi-cultural perspective.	1. Student will be able to understand local cultures and customs, as well as the meanings behind them. 2. Student will be able to have a basic understanding of the parts of western cultures and customs that are unique and different from local culture and customs. 3. Student will be able to have a basic understanding of unique western cultures and customs different from local ones.	* 7-2-3

4. The Extracurricular Reading Ability Indicator of Competence for Each Grade Level in Elementary School

Grade \ Indicator	Indicator of Stage Competence	Clarification	Ministry of Education Indicator
First grade to second grade	A8-1 Student will be able to cultivate interest in reading.	1. Student will be able to pay attention and listen to a content of the story told by the teacher. 2. Student will be eager to read picture books.	6-1-6
	A8-2 Student will be able to understand basic reading methods.	1. Student will be able to understand that English is read from left to right, top to bottom and front to back. 2. When reading, student will be able to correctly point to the words being read. 3. Student will be able to use the proper tone and rhythm to read along in a picture book.	3-1-6 3-1-7
	A8-3 Student will be able to understand the contents of children's picture books for lower-grade levels.	1. Student will know eight titles of children's picture books for the lower-grade level (see appendix 4). 2. Student will be able to recognize the letters of the alphabet used in eight children's picture books for the lower-grade level. 3. Student will be able to recognize commonly seen vocabulary words that are often seen from the eight children's picture books for the lower-grade level.	3-1-8 3-1-9

Third to fourth grade	Review the foundation built at the elementary level and continue to develop the following skills mentioned below:		
	B8-1 Student will be able to cultivate reading as a habit.	1. Student will be able to cultivate student's habit of proactively reading. 2. Student will be able to proactively participate in activities related to reading.	6-1-6 6-1-10
	B8-2 Student will be able to cultivate basic reading skills.	1. Student will be able to say the keywords based on the pictures in the book. 2. Student will be able to put emotions into the reciting of contents in the story.	3-1-7 3-1-9
	B8-3 Student will be able to understand the content of the children's picture books for the middle-grade level.	1. Student will know eight titles of children's picture books for the middle-grade level (see appendix 4). 2. Student will know the elements of the stories (e.g. characters, place, time, etc.). 3. Student will be able to recognize the vocabulary words that are often seen as well as the main sentence patterns from eight children's picture books for the middle-grade level.	3-1-8 3-1-9
Fifth to sixth grade	Review the foundation built at the middle-grade level and continue to develop the following skills mentioned below:		
	C8-1 Student will be able to share the fun of reading with others.	1. Student will be able to read together with peers and happy to share reading materials with others. 2. Student will be able to join reading activities in small groups.	6-1-6 6-1-10
	C8-2 Student will be able to apply basic reading strategies.	1. Student will be able to take different approaches (e.g. pictures, context, or looking up the dictionary, etc.) to understand unknown vocabulary words. 2. When reading, student will be able to break the sentence into meaningful chunks at the appropriate spots.	3-1-7 3-1-9 6-1-15
	C8-3 Student will be able to understand the contents of children's picture books for upper-grade levels.	1. Student will know eight titles of children's picture books for the upper-grade level (see appendix 4). 2. Student will be able to talk about the elements in the story (e.g. characters, place, time, etc.) and understand the storyline. 3. Student will be able to recognize the vocabulary words that are often seen as well as the main sentence patterns from eight children's picture books for the upper-grade level. 4. Student will be able to predict the theme and the plotline of the story based on the pictures in the story, title of the story or the captions in the story.	3-1-8 3-1-9

5. Implementation Key Points

The teaching emphases in the elementary and junior high school stages are different. At the lower-grade level, the main emphasis is placed on listening and speaking, complemented with simple vocabulary words and conversations, poems and nursery rhymes, to create enthusiastic learners by igniting their passion for learning English.

At the middle and upper-grade levels, simple vocabulary words and conversations are used as a starting point, from which students will expand their English abilities, improving their listening, speaking, reading and writing as they progress. The proportion of listening, speaking, reading and writing used will be based on student needs. It is at the middle and upper-grade level that English acquisition will be broadened into a strong foundation, upon which students will build successful learning experiences, increasing both confidence and interest in English.

Because failure in the classroom often decreases student interest in learning English, beginning lessons must be basic enough to allow for broad student success, while still providing enough challenge to actively engage all learners. Increasing classroom English conversation, as well as encouraging regular reading habits and neat penmanship will boost students' pride in their work and confidence in their abilities, preparing them well to achieve the main learning goal: a basic level of English listening, speaking, reading and writing. In junior high, in addition to developing these basic skills, curriculum must include English that is applicable in students' daily lives, expanding lessons from academic exercises into real-world experiences, allowing students to use what they've learned outside of a classroom setting.

I. Time Allocation

Phase 1 (Grade 1-6)

Lower-grade level: 2 classes per week

Middle/Upper-Grade level: 3 classes per week

For all grade levels, one class each week may use outside reading material.

Phase 2 (Grade 7-9)

Junior High: 4 classes per week

II. Principles for Compiling Teaching Materials

When choosing teaching materials, public elementary schools in New Taipei City should comply with the following principles:

1. Be sure teaching material can come to life and be fun: In the elementary phase, teaching material and activity design should focus on listening and speaking, as well as cultivating simple reading and writing abilities. In the junior high school phase, the focus should expand to ensure listening, speaking, reading and writing are developed in a balanced way.
2. Teaching material should relate to students' daily lives, using topics such as family, school, food, animals, plants, festivals, customs, jobs, travel, sports, leisure, etc. When designing materials, the teacher can choose any topics, adjusting teaching order according to classroom needs. The teaching content should begin at a basic level, becoming more advanced according to student needs. Furthermore, the teacher can expand upon a topic, exploring it more thoroughly, based on student needs.
3. Alphabet writing instruction should focus on printing upper- and lowercase letters, not cursive. In the elementary school phase, students only need to learn to print. In the junior high school phase, students should be able to recognize cursive letters, but will mainly print when writing. When writing on the blackboard or marking homework, the teacher should use printing as much as possible.

4. In the elementary school phase, teachers use phonics to help students understand the corresponding relationship between letters and pronunciations. At the junior high school phase, students will learn phonetic symbols once they are already familiar with English sounds and letters, as well as have basic listening and speaking skills, decreasing the possibility of confusing the alphabet with phonetic symbols.
5. At the lower-grade level, teaching content should be consistently supplemented with pictures while avoiding heavy text usage, allowing students to focus specifically on speaking and listening skills. The teaching material for the elementary and junior high school phases should be compiled from the 1200 underlined (most basic) vocabulary words in “Appendix 5: Commonly Used 2000 Vocabulary Words”. If students need further exposure to English, the remaining 800 vocabulary words from Appendix 5 can be used, according to student need. After graduating elementary school, students should be able to apply at least 300 vocabulary words orally and spell 180 words. After graduating junior high school, students should know at least 1200 vocabulary words and be able to apply them in listening, speaking, reading and writing activities.

III. Teaching Methods

1. The teacher should create a rich, immersive learning environment where students can learn English naturally.
2. Lesson plans should be varied and offer a wide range of learning activities. Teachers should utilize various types of activities including singing, poetry, jokes, conversation, greeting card, notes, letters, simple stories, humorous essays, theatre, riddles, cartoons, comics, etc. to cultivate students’ interest to learn. When planning these activities, teachers should ensure each lesson’s main focus is clear verbal communication, allowing students opportunities to discuss pictures, ask and answer questions, compete with others, role play, etc.
3. When teaching, use English as much as possible to increase students’ listening and speaking opportunities.
4. Teaching should mainly focus on students’ understanding of major concepts and self-expression. Once students achieve a solid understanding of basic concepts, teacher may expand lessons to include smaller details and/or minute elements.
5. In the elementary school phase, listening practice should focus on helping students become active listeners, increasing their ability to decipher meaning and understand content from spoken English. Speaking skills should focus on student self-expression. Students can use pictures, body language or other visual cues to further clarify their understanding of English communication.
6. When reading commonly seen vocabulary words, students should try their best to spell and/or recognize words by using phonics.
7. Students should be given writing, tracing and copying activities, as well as fill-in-the-blank and sentence-making activities using key vocabulary words to cultivate their writing skills.
8. In the junior high school phase, students should continue to develop listening, speaking, reading, writing and the comprehensive application of these four skills. Students should use information from their daily lives in English conversation to further hone their listening and speaking skills. Additionally, students should be exposed to reading material of a wide variety of topics and themes to boost reading ability. To cultivate their writing ability, students should begin by assembling given words into sentences, then practicing revision. Next, they can move on to completing sentences, after which they can progress to composing original sentences with vocabulary words, eventually culminating in simple paragraph composition.

9. To help students successfully transition from elementary to junior high school teaching material, junior high teachers must anticipate student needs and organize an orientation program and lessons to address those needs before students officially start junior high school.
10. Students in the same learning phase (for both elementary school or junior high school), who are in the same cohort should use the same series of textbooks whenever possible to ensure smooth transitions between grades and minimize confusion with the teaching material. If teaching books must be switched in the middle of the school year, teachers need to plan lessons to help students transition from the old material to the new.

IV. Teaching Evaluation

1. Objective of Evaluation:

Teacher will use indicators of stage competence, to evaluate the effectiveness of students' learning, as well as provide students with feedback.

2. Principles for evaluation

1. Teacher will utilize a variety of student assessment methods, not limiting themselves only to traditional written tests for evaluation purposes.
2. Teacher will use regular class time to implement formative assessments, including performance in class, homework proficiency, learning attitude, interest level and ability to use English.
3. In the lower-grade level, assessments should focus on listening and speaking, emphasizing two-way communication, as the teacher encourages students to express themselves. In the middle- and upper-grade levels, reading and writing of simple vocabulary words and sentence patterns can be added to assessments. While the focus at middle- and upper-grade levels should remain on two-way communication, language fluency can be assessed as well.
4. In the junior high school level, assessments should align with learning objectives, including areas such as pronunciation, vocabulary words, grammar, listening, speaking, reading, writing and the comprehensive application of these communication skills.

3. Assessment methods:

1. In the elementary school phase, formative assessments should be utilized at suitable times each class to assess students' progression through the learning process. Summative assessments can be given periodically, as needed.
2. Traditional written test assessments should be minimized, allowing more time for other assessment methods, such as hand-raising activities, verbal responses, games, small group and pairs practice, picture discussion activities, role-play and acting, in addition to other informal assessment methods.
3. In the junior high school phase, in addition to written assessment, speaking and listening assessments can be used. Other areas can include in-class performance, writing assignment quality and learning attitude, as well as other performance criteria worthy of assessment.

V. Public Announcement and Revisions

The following curriculum guidelines will be implemented after approval.

If revision is necessary, curriculum guidelines will be adjusted accordingly, then processed again for approval.